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News Summary

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College classes in prisons may be losing favor, due to economic and political pressures. Story on Page 6.

Florida's Supreme Court weighs the state legislature's bid to deny aid to the University of South Florida, because of a sexual-freedom controversy. Story on Page 10.

The Moral Majority isn't seeking a religious revolution on American campuses, says a high official of the organization. Story on Page 13.

State governments will increase their support for college scholarships by 10.3 per cent this year. Story on Page 16 and Fact-File on Pages 17-18.

Administrators of public colleges and universities are stepping up their opposition to federal budget cuts for higher education. Stories on Page 16.

Average salaries for faculty members in engineering and computer science outstrip those in the humanities by about 15 per cent, the Chronicle Survey finds. Story and table on Pages 14-15.

Elimination of the \$77-million State Student Incentive Grant program has been approved by the Senate Appropriations Committee. Story on Page 21.

The Supreme Court has heard arguments in a trespassing case involving Princeton University. Story on Page 21.

The market for composition textbooks is thriving in the wake of the "literacy crisis." Story on Page 27.

Israeli authorities have closed Bir Zeit University, on the occupied West Bank of the Jordan River. Story on Page 25.

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Luck, as Well as Merit, Plays a Role in NSF Grant Process, Study Finds

By KIM McDONALD

WASHINGTON

Whether researchers are awarded grants by the National Science Foundation depends not only on the merit of their grant proposals, but, to a significant extent, on their luck in obtaining reviewers who regard their ideas favorably, according to the results of a study published in this week's issue of *Science* magazine.

The study also found that the element of chance in the grant-award process results from disagreement among scientists about "what good science is or should be."

"Science is not a system that is characterized by consensus," said Stephen Cole, one of the authors of the report, in a telephone interview. "There are high levels of disagreement."

The five-year study was conducted by

Mr. Cole, professor of sociology at the State University of New York at Stony Brook; his brother Jonathan R. Cole, professor of sociology and director of the Center for the Social Sciences at Columbia University; and Gary A. Simon, an associate professor of applied mathematics at Stony Brook.

Study Requested by Congress

Stephen Cole said the study had been requested by Congress and conducted by the National Academy of Sciences with the cooperation of the N.S.F. The three researchers were consultants to the academy, which plans to publish a more extensive 150-page report on the study later this month.

In the first phase of their work, reported in 1978, the researchers found that the

N.S.F. peer-review process did not systematically favor more eminent scientists at the expense of the less eminent, as some critics had contended.

In the second phase, reported this week, they sought to determine whether independently selected panels of reviewers would reach conclusions similar to those of the N.S.F. grant reviewers.

Nearly all federal agencies use a peer-review system to judge research proposals submitted to them. The N.S.F. selects five experts in each field covered by the proposals, and their decisions largely determine whether a grant is awarded.

The researchers said they had discovered the significant role of chance in N.S.F. awards by asking the independent panels to judge 150 research proposals—half of

Continued on Page 23, Column 1

Community Colleges Face Tough Competition for Funds, First-Time Students, Report Says

WASHINGTON

Community colleges, which now enroll nearly half of all first-time college students in the United States, could face sharp controversies over their financing and intense competition from other colleges and universities in the next decade, according to an economic analysis of their prospects published this week by the Brookings Institution.

In *Financing Community Colleges: An Economic Perspective*, David W. Breneman and Susan C. Nelson argue that in the years of expansion from 1960 through the mid-1970's, community colleges had virtually no competition for the nontraditional students that make up a large part of their enrollment.

"For many years community colleges

were in the vanguard of the movement to extend postsecondary education to groups not previously served, and the more traditional colleges and universities ceded them that activity," they say.

However, they add, "as the number of people aged 18 to 21 declines, community colleges will experience much greater competition from the rest of higher education."

That growing competition, say Mr. Breneman and Ms. Nelson, will require state legislatures and other policy-making bodies to answer several difficult questions. Among them:

► "Should the comprehensive mission of the community colleges be maintained, or should public policy encourage a greater division of labor among institutions, with

each type concentrating on those educational functions that it performs best?

► "Should public universities be encouraged to undertake many of the same programs that community colleges have heretofore emphasized, such as noncredit short courses, remedial programs, community services, avocational programs, or narrowly vocational or technical offerings?

► "With excess capacity in the college and university sector, should full-time baccalaureate-oriented students aged 18 to 21 be encouraged to enroll directly in a four-year college or university rather than in the first two years of a community-college transfer program?

► "Should tuition in community col-

Continued on Page 20, Column 1

10 African-Studies Centers Reject Ties with Spy Agency

By MALCOLM G. SCULLY

WASHINGTON

The directors of African-studies centers at 10 U.S. universities have declined to participate in an effort by the Defense Intelligence Agency to establish formal links with American academic institutions.

The agency, created in 1961 to coordinate the intelligence-gathering activities of the Department of Defense, hopes to spend about \$500,000 in the 1982 fiscal year on training in African languages and cultures, according to Walter Longacker, special assistant for education and training at D.I.A.

While it has not said exactly what kind of links it would like to establish with American institutions, the agency has reportedly

approached at least four African-studies centers about the prospect of developing a "relationship."

In all cases, the institutions have rejected any formal arrangement, said David Wiley, director of the African Studies Center at Michigan State University. Mr. Wiley said his center, along with those at Boston, Indiana, and Howard Universities, had been approached by the intelligence agency.

He added that the directors of the four centers and those of six others had been discussing the D.I.A.'s interest since last summer. The 10 met most recently during a meeting of the African Studies Association this month at Indiana University and

Continued on Page 20, Column 1



David Wiley, spokesman for the directors of African studies

CHRONICLE SURVEY

Faculty Salaries for 1981-82 by Rank and Discipline

	All institutions					Public 4-year institutions					Private 4-year institutions				
	Average (a)	Change (b)	High (c)	Median (d)	Low (e)	Average (a)	Change (b)	High (c)	Median (d)	Low (e)	Average (a)	Change (b)	High (c)	Median (d)	Low (e)
Arts, fine and applied															
Professor	\$29,878	7.7%	\$33,856	\$27,900	\$24,000	\$30,349	6.1%	\$35,621	\$30,000	\$27,100	\$30,737	8.8%	\$32,000	\$27,700	\$24,000
Associate professor	23,470	9.4%	25,750	22,500	20,800	24,281	8.3%	25,837	23,949	21,000	23,591	12.4%	26,400	22,300	19,400
Assistant professor	19,180	7.4%	20,229	18,200	16,300	19,715	8.4%	21,100	20,100	18,700	19,858	6.4%	18,300	17,700	15,600
All ranks (f)	24,107	8.1%	27,100	21,650	18,200	24,032	7.3%	27,760	22,281	19,600	27,102	9.4%	26,400	21,375	17,700
Business and economics															
Professor	\$31,923	11.5%	\$42,250	\$36,000	\$30,000	\$33,364	11.3%	\$38,400	\$34,000	\$28,834	\$33,903	9.9%	\$44,500	\$40,000	\$32,500
Associate professor	26,017	10.7%	30,450	26,316	22,675	27,496	11.2%	30,000	28,065	24,200	27,290	10.4%	31,000	27,400	24,400
Assistant professor	22,995	10.8%	24,010	21,500	18,875	24,372	10.4%	25,975	22,500	20,000	21,936	10.3%	23,500	20,950	18,325
All ranks (f)	26,911	11.0%	33,150	27,250	21,000	28,444	11.0%	33,535	28,500	23,577	27,925	10.9%	34,000	29,000	20,950
Engineering and computer science															
Professor	\$32,954	10.6%	\$39,800	\$36,000	\$31,600	\$34,202	9.1%	\$39,800	\$35,000	\$32,000	\$34,282	11.6%	\$40,300	\$36,950	\$31,600
Associate professor	26,799	10.3%	30,000	27,000	24,000	27,750	10.8%	30,700	28,480	26,000	26,304	12.5%	29,125	25,000	22,800
Assistant professor	23,500	11.5%	26,225	24,500	22,900	—	—	—	—	—	—	—	—	—	—
All ranks (f)	27,535	10.1%	36,900	30,050	25,950	28,959	10.2%	35,500	30,100	26,000	29,159	12.4%	38,250	30,300	26,000
Humanities (g)															
Professor	\$29,476	8.4%	\$33,500	\$28,100	\$25,000	\$31,897	7.7%	\$36,000	\$31,900	\$27,413	\$29,196	10.3%	\$32,855	\$22,970	\$23,732
Associate professor	23,441	9.8%	24,500	22,600	20,500	23,908	8.7%	24,800	23,900	22,000	21,737	12.8%	24,000	21,700	19,000
Assistant professor	19,179	8.5%	20,000	18,000	15,500	19,171	7.7%	20,400	18,950	17,500	17,728	8.9%	18,800	18,200	14,500
All ranks (f)	23,976	8.7%	26,900	22,549	18,300	24,994	8.1%	28,884	24,000	19,524	23,775	10.1%	26,700	21,400	17,200
Physical education															
Professor	\$28,868	7.9%	\$31,387	\$27,330	\$24,500	—	—	—	—	—	—	—	—	—	—
Associate professor	24,593	8.3%	27,710	24,000	22,700	—	—	—	—	—	—	—	—	—	—
Assistant professor	20,197	9.2%	21,008	20,050	17,742	—	—	—	—	—	—	—	—	—	—
All ranks (f)	24,362	8.4%	27,000	23,055	20,100	\$24,967	7.8%	\$27,804	\$23,838	\$20,182	\$23,535	10.1%	\$24,900	\$23,000	\$20,000
Science and mathematics															
Professor	\$29,874	8.6%	\$33,500	\$29,927	\$25,038	\$32,338	7.2%	\$36,000	\$30,475	\$27,000	\$29,403	11.1%	\$35,500	\$29,564	\$22,900
Associate professor	24,317	8.9%	25,200	22,500	19,950	24,938	8.1%	27,450	24,914	22,774	23,023	12.7%	24,000	21,950	18,800
Assistant professor	20,340	10.0%	21,500	18,550	16,848	19,964	9.4%	20,566	19,000	17,600	21,204	11.8%	22,500	18,400	16,400
All ranks (f)	25,671	8.7%	29,564	23,700	19,450	26,912	7.9%	31,000	26,550	22,500	25,118	11.6%	29,025	22,500	18,456
Social sciences															
Professor	\$29,700	8.4%	\$35,350	\$30,500	\$24,900	\$31,748	7.4%	\$36,540	\$31,711	\$28,000	\$30,783	8.7%	\$34,000	\$29,300	\$21,378
Associate professor	23,561	8.8%	25,750	23,760	20,903	23,843	8.1%	25,271	24,000	22,000	24,674	10.1%	25,800	23,030	20,300
Assistant professor	19,759	8.0%	20,200	18,500	17,000	19,905	7.5%	21,964	19,500	18,039	19,211	8.8%	20,050	18,000	17,000
All ranks (f)	24,611	8.3%	28,000	23,306	19,000	26,077	7.7%	30,732	24,900	22,000	24,483	9.4%	26,000	21,000	17,725
Vocational education (h)															
Professor	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Associate professor	\$23,368	8.8%	\$24,707	\$23,000	\$21,000	—	—	—	—	—	—	—	—	—	—
Assistant professor	19,847	8.4%	21,000	19,000	17,000	\$20,643	6.1%	\$22,203	\$20,426	\$18,600	\$18,599	11.7%	\$19,210	\$17,975	\$17,000
All ranks (f)	22,460	8.3%	23,709	19,600	17,168	23,812	6.3%	25,195	22,350	18,642	20,335	10.8%	19,600	18,350	16,800
All 4-year institutions															
	Average (a)	Change (b)	High (c)	Median (d)	Low (e)	Public 2-year institutions					All public institutions				
Arts, fine and applied															
Professor	\$30,478	7.0%	\$34,851	\$27,900	\$24,250	—	—	—	—	—	\$29,576	7.3%	\$35,621	\$30,000	\$27,100
Associate professor	24,052	9.6%	26,174	22,500	21,000	—	—	—	—	—	23,430	8.4%	25,500	23,400	20,981
Assistant professor	19,762	7.7%	20,300	18,200	16,300	—	—	—	—	—	18,943	7.8%	21,100	19,600	17,600
All ranks (f)	25,051	8.1%	27,542	21,675	18,200	—	—	—	—	—	23,053	7.6%	27,242	22,261	19,100
Business and economics															
Professor	\$33,543	10.6%	\$43,000	\$36,670	\$31,000	—	—	—	—	—	\$31,230	12.1%	\$37,315	\$30,500	\$28,000
Associate professor	27,428	10.9%	31,000	27,815	24,400	—	—	—	—	—	25,573	10.8%	29,292	25,935	21,500
Assistant professor	23,564	10.4%	24,960	21,000	19,500	—	—	—	—	—	23,372	10.7%	24,410	22,000	19,850
All ranks (f)	28,272	10.9%	34,000	28,000	21,500	\$21,942	11.1%	\$23,900	\$20,723	\$18,950	26,558	11.0%	30,500	26,508	21,500
Engineering and computer science															
Professor	\$34,229	9.9%	\$39,900	\$36,500	\$31,800	—	—	—	—	—	\$32,491	10.2%	\$39,800	\$35,000	\$30,750
Associate professor	27,270	11.4%	30,000	27,000	24,240	—	—	—	—	—	26,976	9.6%	30,650	27,000	24,740
Assistant professor	24,321	12.6%	26,250	25,000	22,000	—	—	—	—	—	—	—	—	—	—
All ranks (f)	29,026	10.9%	37,000	30,300	26,000	—	—	—	—	—	26,968	9.3%	34,700	30,000	25,500
Humanities (g)															
Professor	\$31,000	8.5%	\$33,500	\$28,600	\$25,200	—	—	—	—	—	\$29,583	7.7%	\$36,000	\$31,500	\$26,587
Associate professor	23,187	9.9%	24,475	22,600	20,331	—	—	—	—	—	24,042	8.9%	24,700	23,900	22,000
Assistant professor	18,692	8.1%	19,362	17,954	15,500	—	—	—	—	—	19,690	8.3%	21,730	19,200	18,000
All ranks (f)	24,589	8.7%	27,196	22,580	18,225	\$21,740	8.9%	\$24,225	\$21,490	\$19,000	24,050	8.3%	27,500	23,405	19,524
Physical education															
Professor	\$29,501	8.9%	\$31,063	\$27,330	\$25,000	—	—	—	—	—	—	—	—	—	—
Associate professor	24,347	8.5%	27,710	24,000	23,000	—	—	—	—	—	—	—	—	—	—
Assistant professor	19,694	9.0%	20,915	20,000	17,742	—	—	—	—	—	—	—	—	—	—
All ranks (f)	24,492	8.5%	27,000	23,395	20,000	—	—	—	—	—	\$24,655	7.8%	\$27,815	\$23,815	\$20,340
Science and mathematics															
Professor	\$31,364	8.4%	\$35,840	\$30,000	\$25,750	—	—	—	—	—	\$30,048	7.7%	\$35,870	\$30,064	\$26,550
Associate professor	24,302	9.5%	25,135	22,500	19,950	—	—	—	—	—	24,775	7.8%	27,100	24,400	22,055
Assistant professor	20,376	10.2%	21,500	18,500	16,700	—	—	—	—	—	20,035	9.4%	20,800	19,800	17,600
All ranks (f)	26,316	9.0%	29,600	23,700	19,350	\$23,320	7.4%	\$25,631	\$22,215	\$19,800	25,870	7.8%	30,064	25,650	21,490
Social sciences															
Professor	\$31,428	7.8%	\$35,500	\$30,600	\$25,000	—	—	—	—	—	\$29,325	8.3%	\$35,800	\$31,455	\$26,660
Associate professor	24,119	8.8%	25,750	24,000	20,903	—	—	—	—	—	23,305	8.3%	25,200	24,000	22,000
Assistant professor	19,675	7.9%	20,125	18,400	17,000	—	—	—	—	—	19,953	7.8%	21,851	19,500	18,000
All ranks (f)	25,548	8.2%	28,000	23,568	19,000	\$21,191	8.4%	\$23,800	\$21,025	\$18,750	24,660	7.9%	30,200	24,500	21,000
Vocational education (n)															
Professor	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Associate professor	\$23,485	7.9%	\$24,900	\$23,168	\$19,000	—	—	—	—	—	\$24,133	8.1%	\$24,900	\$23,932	\$22,000
Assistant professor	19,965	7.8%	20,500	18,666	17,000	—	—	—	—	—	20,423	7.4%	22,000	20,207	18,600
All ranks (f)	22,658	7.6%	24,050	19,500	17,000	\$21,744	11.0%	\$22,675	\$21,045	\$19,400	23,212	7.6%	24,812	22,000	18,840

Survey Finds Little Interest in Reforming Master's Programs

LOS ANGELES If job-hunting college graduates are often considered underqualified with a bachelor's degree but overqualified or misqualified with a doctorate, would they be better off having academe's "in between" degree—the master's?

Researchers who posed that question have found, to their surprise, that the answer is probably No—at least in terms of what most academic departments offering master's-degree programs are actually doing these days.

Based on a survey of the chairmen of about 1,500 such departments in 24 disciplines, the researchers concluded that, despite a dearth of appropriate job opportunities for many Ph.D. holders, most colleges and universities had failed to set any special goals for master's programs that might give degree recipients an edge in seeking employment outside higher education.

Instead, most institutions—particularly highly selective ones—were found to be sticking to a traditional view of the master's degree as a stepping stone to doctoral study and academic careers.

"We have not yet seen any leadership from the top in legitimizing a unique role for the master's degree," said Lewis C. Solmon, an education professor at the University of California at Los Angeles who directed the study for the Higher Education Research Institute here.

He pointed to suggestions that mas-

ter's programs should be made more flexible, provide more interdisciplinary study, and offer greater opportunities for students to develop "specific knowledge and skills."

But the study found that few departments were moving in that direction. Those that were, moreover, tended to be relatively weak, non-selective, and hard-pressed to maintain their enrollments. In addition, their efforts to change did not seem to be improving their ability to attract top students, the survey indicated.

Most department chairmen agreed that their students enrolled in master's programs "for career advancement or work-related reasons," Mr. Solmon noted. Yet the survey indicated little successful "adaptation" by departments to meet those goals.

'Little New Hope' Offered

Even in the humanities, where the Ph.D. job market is "abysmal," the researcher said, 65 per cent of the chairmen still regarded preparation for the doctorate as a "very important

goal." That was so despite findings that most students completing requirements for the master's regarded it as a "terminal" degree and did not move on to doctoral work right away, if at all.

"Perhaps new programs can be developed with new purposes for new clienteles," Mr. Solmon speculated. "But most existing master's programs appear to offer little new hope for students in their quest for personal growth or vocational success, or for institutions seeking to stem the budg-

etary and enrollment crunches already occurring."

A book based on the survey, which was conducted about a year and a half ago, is awaiting a publisher's approval, said Mr. Solmon, who is secretary-treasurer of the Higher Education Research Institute. His co-researchers were Ann S. Visconti, director of research and policy analysis at the American Society of Allied Health Professions, and Judith K. Lawrence, a research associate at the institute.

—ROBERT L. JACOBSON

Salaries Lag for Professors in Humanities

The average salary for faculty members on nine-month contracts in engineering and computer science this year is about 15 per cent larger than the average for those in the humanities, according to the Chronicle Survey.

Based on data from 4,319 individual faculty members, the survey found that the disciplines in which average salaries were highest also showed the largest percentage increases over last year.

In business and economics, for example, this year's average salary for faculty members of all ranks is \$27,535, an increase of 11 per cent over last year's average. In physical education, the average is \$23,976, an increase of 8.4 per cent.

Faculty salaries in business and economics have a greater range than those in engineering and computer science, the survey found.

While the highest-paid 25 per cent of full professors in business and economics are making \$42,250 or more this year, the lowest-paid 25 per cent of assistant professors in the same disciplines are getting \$18,875 or less.

In engineering and computer science, the highest-paid 25 per cent of the full professors have salaries of \$39,800 or more, and the lowest-paid 25 per cent of assistant professors receive \$22,000 or less.

In the humanities, full professors at public institutions average \$2,701 more than their counterparts in private institutions. In science and mathematics, the average salary for full professors is 10 per cent higher at public institutions.

The salary survey was conducted for *The Chronicle* by John Minter Associates, a Boulder, Colo., research organization that specializes in higher-education studies.

The survey data for faculty members in all disciplines (*The Chronicle*, November 11) show the average nine-month salary for all ranks, all types of institutions, is up 5.9 per cent, to an estimated \$24,834. —JACK MAGARRELL

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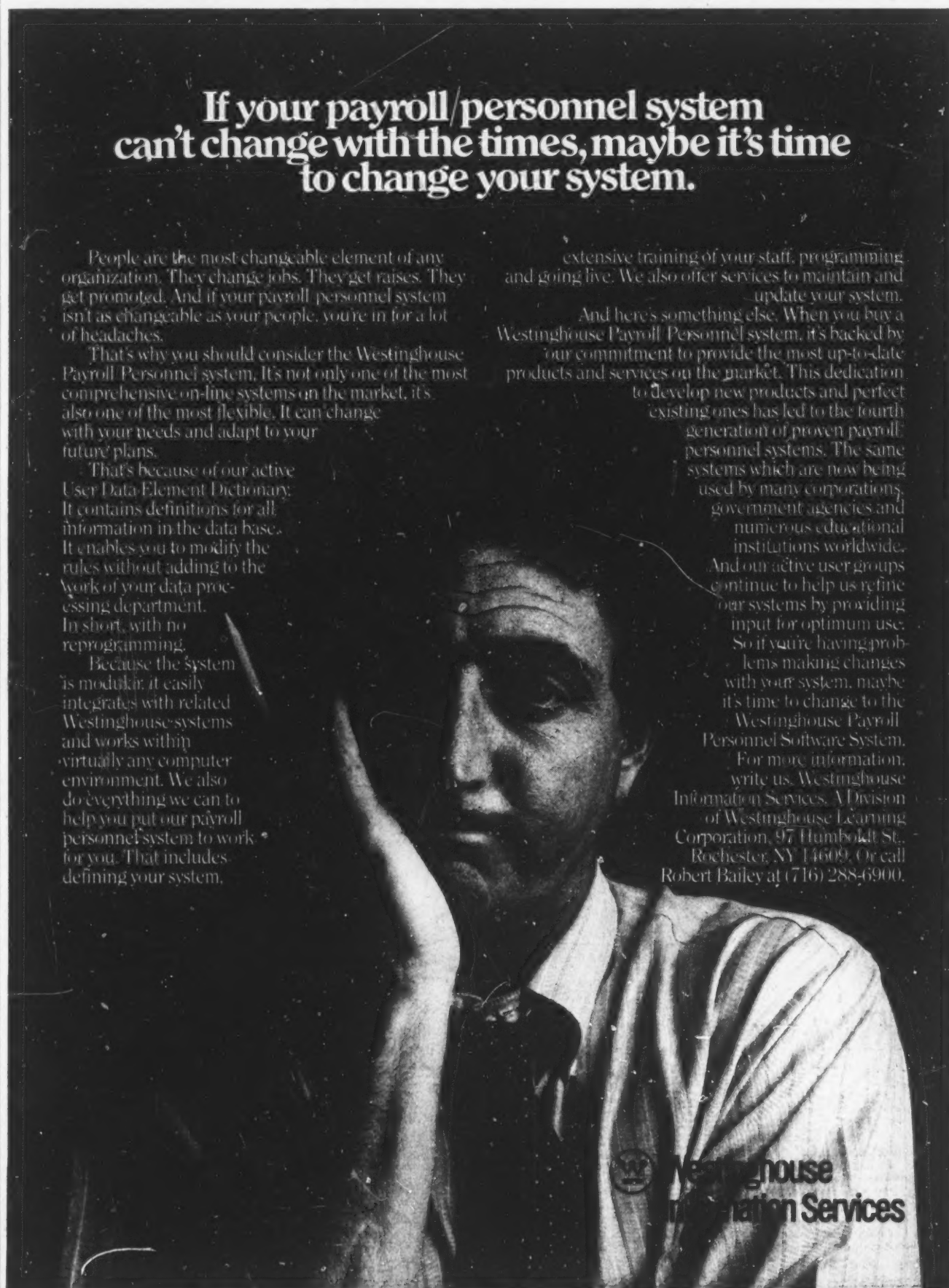
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States' Scholarship Programs Grow 10 Pct. in Year

Aid to students from state governments will total \$963-million in 1981-82, survey indicates

HARRISBURG, PA.

State governments are expected to provide 10.3 per cent more aid to college students this year than in 1980-81, says the National Association of State Scholarship and Grant Programs.

Reviewing its annual survey of state scholarship programs, the association reported that state outlays for student aid would reach an estimated \$963.6-million in 1981-82—up from the \$873.8-million available last academic year.

The 10.3-per-cent increase projected for this year marks a significant upturn from 1980-81, when state aid increased by only 1.6 per cent over the previous year.

Jerry S. Davis, director of research and policy at the Pennsylvania Higher Education Assistance Agency and co-author of the survey report, said he doubted the increase in state support represented a response to cuts in federal financial aid. Most state budgets were set before the extent of the reductions in federal programs became clear, he said.

While the overall increase project-

ed for state aid approaches the 11-per-cent inflation rate for the past year, as measured by the Consumer Price Index, wide variations were found in the projected spending patterns of individual states. Of the 57 states and U.S. territories responding to the survey, 31 reported that they expected an increase in student aid for academic 1981-82, 19 reported little change, and 7 expected aid to be reduced by more than 1 per cent.

'Pretty Good News'

Mr. Davis said he was encouraged by the fact that fewer states faced losses of student aid this year than in 1980-81, when 19 experienced cutbacks.

"That's pretty good news," he said. "It perhaps does represent some strength of support for state aid programs."

The most severe losses for 1981-82 were expected in Alabama, where officials reported a 71.8-per-cent cut in scholarship funds—down from \$1.4-million in 1980-81 to \$400,000 this year. Under that sharply reduced budget, the state was able to award

grants to only 2.5 per cent of the 53,396 students who applied for aid, the survey found.

Faced with steadily declining appropriations for scholarships over the last three years, the Alabama Commission on Higher Education has recommended that the grant program be eliminated entirely next year, said Thomas A. Roberson, the commission's associate director for student assistance. Mr. Roberson said the cost of administering the grants had become disproportionately high compared with the amount of money available for grants.

Even in states expecting some increase in aid this year, the boost has not been enough to meet the growing demand for financial assistance.

In Tennessee, where officials estimated that grant funds would be up by 10.7 per cent, scholarships were awarded to only 8,500 of the 30,920 students who applied, the survey found.

Although the federal government set up the State Student Incentive Grant program in 1974 to encourage states to begin new student-aid pro-

grams or to expand existing ones, this year's scholarship survey found that such support was still heavily concentrated in a few large states.

The report estimated that 88.5 per cent of all such aid this year would be awarded by only 16 states—with New York, Pennsylvania, Illinois, New Jersey, and California alone accounting for 62.2 per cent of the projected spending in 1981-82.

Dependent on Federal Funds

Many states with smaller programs were found to be heavily dependent on the federal funds provided under the incentive-grant program, in which grants are paid to states if they at least match the federal contribution. In 15 states, federal matching funds made up half the money spent in 1980-81.

Although Congress has provided \$76.75-million for incentive grants for the current academic year, the Senate Appropriations Committee recently recommended eliminating federal funds for the program next year.

Ernest E. Smith, Jr., executive director of the Florida Student Financial Assistance Commission and

president of the national state-scholarship association, predicted that if Congress were to end the program, some smaller state programs dependent on the matching funds would be eliminated entirely.

In an analysis of long-term trends in state student aid, the report noted a gradual increase in the share of state aid going to students attending private colleges and universities. Such students are expected to receive about 58 per cent of all state aid this year—compared with the 54-per-cent share they received in 1976-77.

In more than half the programs reporting such statistics, the survey found students at private colleges had received more than a third of the money distributed.

"When it is considered that only about one-fifth of the nation's college students are enrolled at private colleges, these students are receiving a disproportionate share of the state grant dollars," the report said. "The higher costs and consequent greater need at private colleges undoubtedly contribute to this phenomenon."

—JANET HOOK

State-College Heads Denounce Reagan's Education Stance

By ROBERT L. JACOBSON

COLORADO SPRINGS

Top officials of state-supported colleges and universities last week angrily accused the Reagan Administration of attempting to reverse a longstanding national commitment to equal opportunity and expanded access to higher education.

Some of the presidents, chancellors, and other officials attending the annual meeting of the American Association of State Colleges and Universities here also charged that the White House had failed to adopt an overall policy on higher education, that it didn't understand their institutions' needs, and that political and economic reality would soon disprove the Administration's claim that state governments could supply additional funds as the federal government pulled back.

A few of the state-college leaders defended the Administration and said higher education should expect to bear its share of the burden of reviving the economy.

However, most of the campus officials who spoke here said evidence was mounting that recession-strapped state governments would follow the federal government's example by curtailing tax support for public colleges and their students. In state after state, they said, unexpected shortfalls in tax revenues were prompting new cuts in appropriations already made for the current fiscal year, which began October 1.

Next year, they generally agreed, is likely to be worse.

Efforts to Increase Control

Some college leaders also voiced unease over signs that state legislatures and statewide higher-education agencies were seeking to exert more control over campus operations even as funds were being limited.

Anti-Administration sentiments were widely expressed at the meeting here, both in formal sessions and in informal conversations. They showed up most pointedly at a session where representatives of the Department of Education were besieged by hard questions from the audience about federal actions, and later at a session dealing with "Federal Relations in a Changed Environment."

The critics were most upset by portions of a speech prepared for delivery here by Education Secretary Terrel H. Bell and read by his executive



Glenwood Creech, president of Florida Atlantic U.

assistant, Elam Hertzler. In addition to reaffirming cuts in federal spending for education, Mr. Bell made these points:

► Federal financial aid to students is intended "to meet student need, not to subsidize families" that spend their money on other things. The Administration's goal, said the Secretary, is to "return the primary responsibility for financing education where it belongs—to the parents and the student."

► Access to higher education, though a proper goal, "cannot be used as an excuse for lack of excellence."

► Colleges should raise their admissions standards and expectations of student achievement as a way of boosting academic quality and encouraging high schools to do the same.

► The creation of multicampus universities is a "well-intentioned but misguided attempt to achieve equality among unequals." Centrally controlled branch campuses of the state university system can threaten the quality of the main campus, Mr. Bell maintained.

'Economic Vandalism'

College and association officials at the meeting called the Secretary's speech "incredible," "ridiculous," and "dumb." They asked, for example, how they could be expected to improve educational quality with less money.

Allan W. Ostar, president of the association, called the Administration's budget cuts "sheer economic vandalism of our education system."

The Reagan Administration says a lot about the high cost of education, observed Benjamin H. Alexander, president of Chicago State University, but "little about the higher cost of ignorance."

President John P. Mellon of Western State College in Colorado challenged the Administration's advocacy of increased defense spending at the same time it was slashing funds for education.

"What could be more important than higher education or education



Ronald Williams, president of Northeastern Illinois U.

generally in safeguarding the nation's security?" he asked.

Ronald Williams, president of Northeastern Illinois University, declared that the Reagan Administration had no policy on higher education and "no sensitivity to what higher education is all about." He said that had become evident when he and other members of the association's board had met in September with Shannon Fairbanks, a senior White House adviser.

Mr. Williams warned that cuts in federal student aid were hurting the people "who look to us as perhaps the last avenue of economic mobility." He argued that state colleges, which enroll a high proportion of students from low-income families, were important both to the nation's social health and to its hopes for economic recovery.

Lawrence M. Stratton, president of Kutztown State College in Pennsylvania, suggested that, because of the recession, students who couldn't go to college because of financial-aid cuts might not be able to find jobs, either. The results, he said, could be a "national disaster."

Administration Defended

The Administration did not go undefended here, however.

Edward M. Elmendorf, Deputy Assistant Secretary of Education for student financial aid, said the Reagan plans would protect low-income students. They might not have access to "every institution," he conceded, but they would be able to go to at least one college.

Reduced federal grants to needy students would not cut enrollments, Mr. Elmendorf said, but would "change some of the attendance patterns."

Rodney H. Brady, president of Weber State College, chastised his colleagues for the way they criticized government officials and warned that their approach could be self-defeating.

Mr. Brady, who was Assistant Secretary for administration and management in the Department of Health, Education, and Welfare in the early 1970's, said academic leaders should "show respect for persons in positions of responsibility" in government. The officials are "more apt to listen and help people who are perceived as friends," he said.

Glenwood L. Creech, president of Florida Atlantic University, said he was "very distressed as a citizen" by some of the criticisms.

"It's obvious our country is in terrible financial straits," Mr. Creech said. "The thing I can't understand is why we think higher education shouldn't share in the cuts that are required to save the economy."

He said that "at least 20 to 30 per cent" of the students at his institution should not be there because they lacked the motivation or ability.

Cuts Could Bring 'Disaster,' Land-Grant Colleges Warn

WASHINGTON

Reduced spending for higher education by both the federal and state governments could produce "a national disaster even more damaging than our unpreparedness in science, technology, and education generally at the time the Soviet Union launched its Sputnik satellite in 1957."

That warning was delivered last week to President Reagan and Congressional leaders by the council of presidents of the National Association of State Universities and Land-Grant Colleges.

In a resolution passed unanimously and sent to the White House and Congress, the council said, "The President's economic-recovery program, as well as his call for an increased defense effort, can only be fulfilled by maintaining healthy universities that will continue to teach the nation's youth and conduct research at a level of quality which will assure our national economic revitalization and defense preparedness."

"It is essential that our universities receive adequate support to train young scientists, conduct basic re-

search in all fields of human endeavor, participate in international educational exchanges and foreign-language training, and educate our nation's young, who must have reasonable financial assistance," they said.

The resolution was approved the day President Reagan, at a televised press conference, reaffirmed his intention to press for the 12-per-cent across-the-board budget cuts he had announced for education and other social programs in September.

—CHERYL M. FIELDS

FACT-FILE

Spending by States and Territories for Student Aid in 1981-82

	Number of awards			Dollars paid out			Average award		1981-82 * amount per capita
	1980-81	1981-82 *	Change	1980-81	1981-82 *	Change	1980-81	1981-82 *	
Alabama									
Student assistance	5,085	1,342	-73.6%	\$1,427,000	\$403,000	-71.8%	\$ 281	\$ 300	\$ 0.11
Alaska									
Educational incentive grants	280	360	+28.6%	312,000	339,000	+8.7%	1,114	942	0.85
Arizona									
Incentive grants	2,494	3,325	+33.3%	1,639,000	2,483,000	+51.5%	657	747	0.91
Arkansas									
State scholarships	8,787	9,871	+12.3%	2,046,000	2,732,000	+33.5%	233	277	1.20
California									
State grants	62,587	61,909		\$4,783,000	\$7,086,000				
Bilingual teacher development	296	724		745,000	1,932,000				
Law enforcement personnel dependents	9	8		12,000	15,000				
All California programs	62,902	62,641	-0.4%	65,540,000	99,035,000	+4.1%	1,360	1,421	3.76
Colorado									
Student incentive grants	3,200	not available		2,134,000	2,097,000				
Student grants	14,000	not available		4,230,000	5,193,000				
All Colorado programs	17,200	not available		6,364,000	7,290,000	+14.6%	370	424	2.52
Connecticut									
State scholarships	3,344	3,245		2,739,000	2,713,000				
Private college student contracts	4,906	4,927		4,450,000	4,435,000				
All Connecticut programs	8,250	8,172	-0.9%	7,189,000	7,148,000	-0.6%	871	875	2.30
Delaware									
Postsecondary scholarships	633	674	+6.5%	453,000	457,000	+0.9%	716	678	0.77
District of Columbia									
Incentive grants	719	* 850	+18.2%	789,000	1,116,000	+41.7%	1,067	1,315	1.75
Florida									
Student assistance grants	12,821	14,000	+9.2%	11,527,000	12,300,000	+6.7%	899	879	1.26
Georgia									
Incentive grants	12,778	12,000	-6.1%	3,569,000	3,750,000	+5.1%	279	313	0.69
Hawaii									
Incentive grants	1,985	1,900	-4.3%	516,000	716,000	+42.8%	260	387	0.76
Idaho									
Incentive grants	885	890	+0.6%	512,000	514,000	+0.4%	579	578	0.55
Illinois									
Monetary awards	89,216	95,000	+6.5%	85,573,000	91,696,000	+7.2%	959	965	8.03
Indiana									
State scholarships	12,485	12,676		12,789,000	6,927,000				
Educational grants	12,241	19,655		6,587,000	10,106,000				
Freedom-of-choice grants	6,927	8,157		3,879,000	4,255,000				
All Indiana programs	31,653	40,488	+27.9%	23,255,000	21,288,000	-8.5%	735	526	3.88
Iowa									
Scholarships	1,262	1,220		684,000	668,000				
Tuition grants	9,585	9,650		14,015,000	14,133,000				
Vocational-technical tuition grants	2,750	2,850		825,000	859,000				
All Iowa programs	13,597	13,720	+0.9%	15,544,000	15,660,000	+0.7%	1,143	1,141	5.38
Kansas									
Scholarships	1,800	1,800		900,000	900,000				
Tuition grants	3,800	3,650		4,200,000	4,200,000				
All Kansas programs	5,400	5,450	+0.9%	5,100,000	5,100,000	0.0%	944	936	2.16
Kentucky									
State grants	4,156	3,937		3,246,000	3,307,000				
Incentive grants	13,197	11,775		3,381,000	3,273,000				
All Kentucky programs	17,353	15,712	-9.5%	6,627,000	6,580,000	-0.7%	382	419	1.80
Louisiana									
Incentive grants	2,163	3,974	+83.7%	1,062,000	2,186,000	+105.8%	491	550	0.52
Maine									
Incentive grants	4,309	800	-81.4%	1,179,000	400,000	-66.1%	274	500	0.36
Maryland									
General state scholarships	5,138	5,000		3,044,000	3,100,000				
Senatorial grants	7,069	6,930		2,586,000	2,673,000				
Proprietary school grants	177	200		99,000	100,000				
All Maryland programs	12,384	12,130	-2.1%	5,741,000	5,873,000	+2.3%	484	484	1.39
Massachusetts									
General scholarships	28,000	27,000	-3.6%	16,365,000	16,500,000	+0.8%	594	611	2.88
Michigan									
Competitive scholarships	21,520	19,526		15,620,000	16,700,000				
Tuition grants	10,808	11,041		12,201,000	14,072,000				
All Michigan programs	32,328	30,567	-5.4%	27,821,000	30,772,000	+10.6%	881	1,007	3.32
Minnesota									
Scholarships and grants	38,254	51,000	+33.3%	26,500,000	32,000,000	+20.8%	693	627	7.85
Mississippi									
Incentive grants	1,953	2,000	+2.4%	1,302,000	1,299,000	-0.2%	667	650	0.52
Missouri									
Student grants	14,057	13,420	-4.5%	9,517,000	9,178,000	-3.5%	696	684	1.87
Montana									
Incentive grants	824	900	+9.2%	353,000	388,000	+10.2%	428	432	0.49
Nebraska									
Incentive grants	2,152	2,150	-0.1%	1,198,000	1,101,000	-7.9%	596	512	0.71
Nevada									
Incentive grants	441	450	+2.0%	287,000	150,000	-47.7%	681	333	0.19
New Hampshire									
Incentive grants	1,523	not available		548,000	535,000				
Nursing education grants	107	100		47,000	40,000				
All New Hampshire programs	1,630	1,623	-0.4%	595,000	575,000	-3.4%	385	354	0.62

* Estimated.

Continued on Following Page

FACT-FILE—Continued

State Spending for Student Aid

	Number of awards			Dollars paid out			Average award		1981-82 * amount per capita
	1980-81	1981-82 *	Change	1980-81	1981-82 *	Change	1980-81	1981-82 *	
New Jersey									
Tuition aid	48,600	53,500		\$29,633,000	\$34,417,000				
Garden State scholarships	7,295	7,696		3,439,000	3,599,000				
Educational opportunity grants	11,255	11,503		8,207,000	6,133,000				
Competitive scholarships and incentive grants	3,400	900		2,370,000	635,000				
All New Jersey programs	70,550	73,599	+ 4.3%	43,649,000	44,784,000	+ 2.6%	619	608	6.08
New Mexico									
Incentive grants	1,500	1,500	0.0%	720,000	720,000	0.0%	480	480	0.55
New York									
Tuition assistance	297,393	329,000		245,507,000	276,450,000				
Regents scholarships **	60,619	65,445		15,155,000	16,361,000				
All New York programs	358,012	394,445 *	+ 10.2%	260,662,000	292,811,000	+ 12.3%	728	742	16.68
North Carolina									
Incentive grants	5,832	4,904		3,376,000	3,299,000				
Legislative tuition grants **	25,578	23,400		12,677,000	14,040,000				
Brooks Foundation scholarships	45	52		44,000	57,000				
Turrentine Foundation scholarships	276	282		274,000	310,000				
Suther scholarship fund	0	16		0	18,000				
All North Carolina programs	31,731	28,654	- 9.7%	16,371,000	17,724,000	+ 8.3%	516	619	3.02
North Dakota									
Tuition assistance grants	210	428		106,000	204,000				
Student assistance	1,263	1,200		479,000	496,000				
All North Dakota programs	1,473	1,628	+ 10.5%	585,000	702,000	+ 20.0%	397	431	1.08
Ohio									
Instructional grants	58,657	68,011	+ 15.9%	27,402,000	40,812,000	+ 48.9%	467	600	3.78
Oklahoma									
Incentive grants	8,454	8,500	+ 0.5%	2,041,000	2,067,000	+ 1.3%	241	243	0.68
Oregon									
Need grants	12,611	14,300		5,814,000	7,205,000				
Cash awards	824	866		388,000	443,000				
Private scholarships	139	122		113,000	115,000				
Foreign student fee remission	212	154		345,000	252,000				
All Oregon programs	13,786	15,442	+ 12.0%	6,660,000	8,015,000	+ 20.3%	483	519	3.04
Pennsylvania									
Higher education grants	121,712	131,255	+ 7.8%	79,879,000	82,226,000	+ 2.9%	656	626	6.93
Rhode Island									
Scholarships and grants	6,459	9,000	+ 39.3%	4,616,000	6,500,000	+ 40.8%	715	722	6.86
South Carolina									
Tuition grants	8,461	8,000	- 5.4%	11,069,000	13,388,000	+ 21.0%	1,308	1,674	4.25
South Dakota									
Incentive grants	682	470	- 31.1%	427,000	431,000	+ 0.9%	626	917	0.62
Tennessee									
Student assistance awards	9,001	8,500	- 5.6%	6,475,000	7,169,000	+ 10.7%	719	843	1.56
Texas									
Tuition equalization grants	16,905	17,480		11,892,000	15,698,000				
Public education grants	4,952	6,000		1,089,000	3,264,000				
All Texas programs	21,857	23,480	+ 7.4%	12,981,000	18,962,000	+ 46.1%	594	808	1.33
Utah									
Incentive grants	3,000	not available		1,504,000	not available		505	not available	1.03
Vermont									
Incentive grants	6,600	7,840	+ 18.8%	4,875,000	5,537,000	+ 13.6%	739	706	10.83
Virginia									
Scholarship assistance	15,451	20,000		3,829,000	3,800,000				
Tuition assistance grants **	12,271	12,200		7,225,000	8,540,000				
All Virginia programs	27,722	32,200	+ 16.2%	11,054,000	12,340,000	+ 11.6%	399	383	2.30
Washington									
Need grants	9,380	13,134	+ 40.0%	4,677,000	7,768,000	+ 66.1%	499	591	1.88
West Virginia									
Higher education grants	5,104	6,500	+ 27.4%	3,012,000	4,422,000	+ 46.8%	590	730	2.27
Wisconsin									
Tuition grants	8,380	7,900		10,033,000	10,783,000				
Higher education grants	30,848	35,000		10,526,000	11,400,000				
Indian student grants	1,004	1,078		836,000	882,000				
All Wisconsin programs	40,232	43,978	+ 9.3%	21,397,000	23,065,000	+ 7.8%	532	524	4.90
Wyoming									
Incentive grants	56	250	+ 346.4%	52,000	100,000	+ 92.3%	929	400	0.21
American Samoa									
Scholarships	162	162	0.0%	719,000	719,000	0.0%	4,438	4,438	—
Guam									
Professional/technical awards	60	not available		235,000	not available		3,917	not available	—
Northern Marianas									
Grants	360	not available		500,000	not available		1,389	not available	—
Puerto Rico									
Incentive grants	1,940	not available		1,458,000	not available		752	not available	—
Trust Territory									
Scholarships and grants	1,000	not available		505,000	not available		505	not available	—
Virgin Island									
Territorial grants	47	not available		80,000	not available				
Incentive grants	19	not available		24,000	not available				
All Virgin Islands programs	66	not available		104,000	not available		1,576	1,576	—
All need-based programs	1,140,084	1,231,538	+ 8.0%	\$636,772,000	\$924,681,000	+ 10.3%	\$735	\$751	\$4.08
Other programs	98,468	101,045		35,057,000	38,941,000				
All programs	1,238,552	1,332,583	+ 7.6%	\$673,829,000	\$963,622,000	+ 10.3%	\$705	\$773	\$4.25

* Estimated.

** Program not based upon need. Appears here because it was included in last year's report.

SOURCE: NATIONAL ASSOCIATION OF STATE SCHOLARSHIP AND GRANT PROGRAMS